

Pupil Premium Strategy Statement

Carlton C of E Primary School

2023-2026

Written by Jo Bevis, Headteacher.

Date: December 2023



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for the disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	9
Academic year/years that our current pupil premium strategy plan covers 2023-2026	2023-2026
Date this statement was published	December 23
Date on which it will be reviewed	December 23
Statement authorised by	Jo Bevis – Headteacher Hilary Tuohy – Chair of Governors
Pupil premium lead	Jo Bevis
Governor / Trustee lead	Hilary Tuohy

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,095
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,095

Part A: Pupil premium strategy plan

Statement of intent

All staff and governors accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

At Carlton C of E Primary we believe that everyone has the potential to achieve, irrespective of the challenges they face. We are committed to 'Narrowing the Gap' between vulnerable pupils and pupil premium forms an essential part of this process. We want every child to succeed and use pupil premium to ensure they have everything they need to succeed both holistically and academically.

As a small rural school we are able to carefully tailor our PP support to meet the needs of each individual child. We have used the PP funding to enable pupils to participate in after school and lunch time sports clubs. It has also been used to give uniform to the families that cannot afford to pay, as well as funding a teaching assistant to give specific intervention to disadvantaged children.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>To raise attainment of disadvantaged pupils.</i>
2	Communication and the engagement of parents of disadvantaged pupils.
3	Low self-esteem and confidence of disadvantaged pupils.
4	Children unable to access a range of activities because of cost.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>To improve attainment for all children.</i>	Attainment will be increased by 25% in children with pp. Children will have access to extra reading materials (paper and computer based) at both home and school. Children will be heard to read with an adult every day in EYFS and KS1.
To support the academic progress across the curriculum	Children will have access to a teaching assistant for intervention activities. Children will have access to manipulatives and be able to use them at home to consolidate learning. Children will have made good progression within maths.
To improve the communication and engagement of PP families.	Children to be completely immersed in both the School and the community. Children to come into school on time and with the correct uniform and equipment.
To develop a range of skills in extra-curricular activities	Children will be able to attend breakfast club and after school club. Children will have access to after school activities. Children will be able to attend music lessons. Children will be able to take part in community activities in and around the school.
To build self-esteem in disadvantaged children.	Children will be completely immersed in both the School and the community. Children will have access to the full host of afterschool activities.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To be able to purchase computer programmes and CPD for staff training (eg Clicker)</p> <p>£1,000</p>	<p>CPD of staff</p> <p>Staff meetings</p> <p>EEF suggests that there is evidence that digital technology can be used effectively to provide individualised instruction and small group tuition. 'EEF – Individualised Instruction'</p>	<p>1, 3 and 4</p>
<p>SENDCO deployment to ensure that pp children are effectively supported and that early identification of needs is facilitated.</p> <p>£4,200 per year ½ a day every 2 weeks.</p>	<p>Termly collation and analysing of assessment data.</p> <p>Targeted Support provided by SENDCO.</p> <p>SEND report.</p> <p>FGB minutes.</p> <p>Case studies of PP children.</p> <p>Evidence suggests that using high quality information on pupils and identifying next steps is essential for progress (EEF Improving Literacy in KS1 and KS2)</p>	<p>1, 2 and 3.</p>

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 1,881

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing a teaching assistant to give intervention in areas of need. £1,881 (£12.38 an hour – 4 hours a week x 38 weeks = £1,881)	SENDCo checks on progress made. Pupil voice. Evidence suggests that using high quality information on pupils and identifying next steps is essential for progress (EEF Improving Literacy in KS1 and KS2)	1, 2 and 3.

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 6,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provided Forest School £2,777 a year	Evidence impact on confidence and well-being. Termly collation of assessment data. Pupil voice. FGB minutes. Evidence suggests an increase in confidence is boosted by attendance at Forest School (Forest Research forestresearch.gov.uk)	All
Providing Breakfast Club and After School Club places. £2,280		2 and 3
Providing Music Lessons		3 and 4

£50	EEF provides evidence for Breakfast and afterschool clubs. This can be found at <u>Breakfast clubs found to boost primary pupils' reading writing and maths results</u>	
Providing Lunch and after school sport activities. £532		3 and 4
Enabling children to go on Trips and Overnight excursions. £325		All
Providing School Uniform and equipment. £50		

Total budgeted cost: £ 13,095

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2022-2023

Outcomes	Review
To improve the KS1 and 2 reading by introducing Accelerated Reader	<p>Accelerated Reader has engaged the pupils and the children are reading at home more. Impact has shown that children are achieving expected and that AR is boosting their confidence in their reading</p> <p>Results 22-23</p> <p>KS1 Reading 67%</p> <p>KS2 Reading 68% (2 pp children from wts to exp).</p>
To introduce Twinkl Phonics to KS1 and KS2.	<p>This has been a fabulous resource and the phonics has been rolled out across the school. The books have enabled all children to access the phonics scheme. Progress has been good with children in year 1 achieving 100% pass rate in the Phonics test.</p> <p>Impact: Results in 2022-23 100% of children in KS1 passed the phonics test. (1 child</p>

<p>To improve the comprehension of KS2 readers.</p>	<p>This is a great resource for year 6. The children are totally engaged and are able to access from home. This has had a positive impact on our reading scores in year 6.</p> <p>Impact: KS2 results: 68% (1 pp child from wts to exp)</p>
<p>Personalised programs of 1-2-1 and small group support from a HLTA.</p> <p>Extra support materials that can be taken home to help with their maths (numicon bags, 100 beads, maths packs).</p>	<p>The children were engaged with the additional support in the Spring and Summer terms. Impact was the KS2 children passed their SATS with ARE and passed the Times tables test in Year 4. KS1 impact was varied as all of these children are also SEN. They benefited from having 1-2-1 and although ARE was not reached, the level of progress they made was good.</p> <p>Impact: Combined score in year 6 rose from 15% using tutoring from 37% to 52%.</p>
<p>Headteacher/SEND/CO/Safeguarding lead – regular support and meetings.</p> <p>School uniform purchased for children.</p>	<p>All pupil premium families are engaging well and have a positive relationship with the school. Impact: This has increased confidence and resilience in the families attendance is high for pp children with 96% attendance (higher than national average)</p> <p>Uniform and equipment purchased. Impact: This has enabled the children to feel part of the school community and has boosted confidence.</p>

<p>School visits covered by the school.</p>	<p>All PP children have taken part in visits and events that have been provided by the school. This has had a very positive effect on parent engagement and boosting confidence of the children.</p>
<p>Extra curricular sports and wellbeing clubs (Yoga, Art, Gardening and Sports Clubs).</p>	<p>All PP children engaged in a school club from Gardening Club (3pp children) Football (4 pp children) The funding enabled them to experience activities they would not normally be able to participate in. Impact: Children feel settled and it enabled them to feel part of the school community and boosted their confidence.</p>